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VOCABULARY DEVELOPMENT IN ONTOGENESIS IN PRESCHOOL CHILDREN

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Abstract: This article discusses the issue of the features of the development of vocabulary in preschool children. Also, the process of assimilation by children of the meanings of words, their semantics.

Keywords: the function of speech is the function of communication, the development of thinking, the formation of concepts, the intensity of development, an active dictionary.

The process of assimilation by children of the meanings of words, their semantics, was studied by L.S. Vygotsky [8], who established that the child, as he develops, moves from random, insignificant features to essential ones. With a change in age, the completeness and correctness of his reflection in his speech of the facts, signs or connections that exist in reality change.

L.S. Vygotsky noted that the initial function of a child's speech is to establish contact with the outside world, the function of communication. The activity of a young child is carried out jointly with an adult, and in this regard, communication is situational. [9]

The development of the meaning of a word in children is closely connected with the development of cognitive activity and reflects the process of concept formation.

The development of vocabulary in ontogenesis is also due to the development of the child's ideas about the surrounding reality. As the child gets acquainted with new objects, phenomena, signs of objects and actions, his vocabulary is enriched. The development of the surrounding world by a child occurs in the process of non-speech and speech activity with direct interaction with real objects and phenomena, as well as through communication with adults. [eight]

L.S. Vygotsky [9] emphasized that in the process of child development the meaning of the word changes: at the moment when the child learned for the first time a new word associated with a certain meaning, the development of the word did not end, but only began. It is, at first, a generalization of the most elementary type, and only as it develops does it move to higher types of generalization, completing this process with the formation of genuine and real concepts.

Words are connected with each other by many semantic links, organized into a clear lexical system [18, 17]. A complex system of semantic connections of words is the organizing link of semantic fields. The actualization of the dictionary, the accuracy of the use of words is largely determined by the level of formation of semantic fields, lexical consistency.

With normal speech development, the semantics of words does not affect the formation of word forms: a child who has formed the appropriate generalizations freely forms all forms from words he hears for the first time; a child who has not mastered lexico-grammatical meanings makes the same mistakes both in familiar words and in those whose initial form is told to him for the first time.

As noted by A.N. Gvozdev, "the importance of studying children's speech as a whole primarily follows from the fact that it is the main and most convenient source for clarifying the laws of a child's mental development" [10].

The development of a child's vocabulary is closely connected, on the one hand, with the development of thinking and other mental processes, and on the other hand, with the development of all components of speech: the phonetic-phonemic and grammatical structure of speech; in addition, such a specific issue as correcting the shortcomings of children's speech is also based on knowledge of the general patterns of language development in childhood.

Currently, in the psychological and psycholinguistic literature [2, 9, 17], it is emphasized that the prerequisites for the development of speech are determined by two processes. One of them is the objective non-speech activity of the child himself. The development of the symbolic function in objective activity and play precedes the appearance of symbolic speech activity, i.e. expansion of ties with the outside world through a concrete, sensual perception of the world.

The second most important factor in the development of speech, including the enrichment of the vocabulary, is the speech activity of the adults themselves and their perception by the child. Language is assimilated by a child as a tool for regulating joint activities with an adult and, according to D. Bruner [4], reflects the nature of cognitive processes.

The early stage of speech formation, including mastery of the word, was considered in many ways in the works of such authors as M.M. Koltsova, E.N. Vinarskaya, N.I. Zhinkin, G.L. Rosengart-Pupko, D.B. Elkonin and others.

Initially, a new word arises in a child as a direct connection between a specific word and an object corresponding to it. Perceiving a new word, the child associates it with the object, and later reproduces it. [15, 50]

The first words are unstable, often disappear for a long time, are replaced by other words, and then reappear. To master the word, the need for communication and sufficient practice in it is necessary.

In the period from one year six months to one year eight months there is a huge qualitative leap in the growth of the vocabulary. A.R. Luria [21] associated this with the fact that it is at this age that the child learns a certain morphology, which stimulates him to his own word creation.

Researchers note that by the end of the second year of life, children's vocabulary reaches 200-400 words, by the end of the third - 1000 words, by the end of the fourth year - 2000 words.

According to A.N. Gvozdev, in the dictionary of a four-year-old child there are 50.2% of nouns, 27.4% of verbs, 11.8% of adjectives, 5.8% of adverbs, 1.9% of numerals, 1.2% of conjunctions, 0.9% of prepositions and 0 .9% of interjections and particles. [ten]

The greatest intensity of vocabulary development falls on the period from two to five years, especially in the third and fourth years of life. By the age of seven, that is, by the time they enter school, the vocabulary of children can range from 1,500 to 4,000 words. The big difference in indicators is explained not only by the peculiarities of the child's development, but also by the environment in which his vocabulary is formed: upbringing, living conditions, sufficiency of verbal communication. During normal development, children undergo a continuous process of increasing the active and passive vocabulary [24].

D.B. Elkonin pointed out that the expansion of the child's social relations, the change in his activities and opportunities for communication with surrounding adults at preschool age lead to the gradual growth of the vocabulary.

In foreign studies, the average figures for the vocabulary of speech of children aged 1.6 to 6 years are given: by the age of one and a half, the child has about 100 words, by 2 years - 300-400, by 3 years - 1000-1100, by 4 years - 1600, by 5 years - 2200 words. [fifty]

Domestic researchers note that at the age of 1, a child actively owns 10-12 words, and by the age of 6, his active vocabulary increases to 3-3.5 thousand words.

An analysis of the data presented indicates that preschool children most often use nouns and verbs. This is because they have a need for these words. The remaining parts of speech are used much less

frequently due to the fact that the concepts of the attributes of objects are in the process of formation, since they have not yet formed the very feeling of the attribute. Analyzing the vocabulary of speech of children aged six to seven years, it is possible to single out the most common words in the speech of children: nouns - "mother", "boy", "girl", "people"; adjectives - "small", "big", "good", "bad"; verbs - "to go", "to speak"; there is a predominance in the vocabulary of children of words denoting people. [8, 13]

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